A Field Study Of The Views Of Middle School Teachers In The Southern Region Of M'sila, Algeria, Towards Contemporary Methods Of Education

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Abstract:

The study shows a fact that circulates in middle school teachers , their views, and their social ,psychological , and educational tendencies towards teaching with the competency based approach which is faced by rejection and non-acceptance and their views were underestimating to such approaches though these approach is adopted by strong countries regardless of their prejudgement on the failure of such approaches. They attribute their failure to the low levels of pupils who did not understand the new ways and techniques , and also to pupils' reliance on ready information from their teachers and pupils incapapilityconcernig the mastery of technology in research and in autonomous learning and the irrelevance of the assigned activities to be assimilated with this competency. These activities are rigid which can not be transformed into flexible activities compatible with the learner's requirements, and lack of instruments and sometimes their unexistance and the lack of patiance from the part of the teacher and the unsufficiancy of time and these competencies require much time to think and the chase of syllybus to the teacher and the demand to wrap it before term end , and the social demand with the number of lessons imposed by their direct ministry during the school year , and the lack of training of instructors(inspectors) and the headmasters , and the distancing of educational partners whose entitled to be interested with this matter (parents) and thier irresponsibility towards their sons, and as such teachers encounter these pro lems they themselves, and not to judge any one and put them in one attitude , there are teachers who try train autonomously to apply even small parts of this competency , but the majority of teachers in middle school teaching(the current sample of study) are not up to this case and do not follow what is in the attached files to manage their classes as required with the competency based approach.

First: The Theoretical Part.

1 - Research Question:

Goals occupy a prominent place in the pedagogical system based on the model of education by goals because they are the starting and ending points in the educational-learning process and are considered the real yardstick by which we measure the abilities, skills, and attitudes of learners. This traditional concept of the teaching process prevailed in the old days, but today's concepts and circumstances have changed. Furthermore, scientific development has conquered all spheres of life. The latter has created a new concept of teaching; goals have become competencies, whereas methods have become approaches.

Nowadays, Algeria is keeping pace with the third generation of it, like its

counterparts in the world, which is the competency-based approach since 2003. As a result, this study came to examine the actual perspective of stakeholders from this new approach in the middle stage, and therefore the following questions were:

1-1-What is the nature of the view of teachers of middle school education toward teaching using a competency-based approach?

1-2- Are there significant differences in the perception of middle school teachers toward teaching using a competency-based approach due to gender?

1-3-Are there significant differences in the perception of teachers of middle school education towards teaching using a competency-based approach due to professional experience?
1-4-Are there significant differences in the perception of teachers of middle school education towards teaching in a competency-based approach due to the teaching material?

2- Importance of the Study:

The importance of this study is related to several important topics, and we summarize them as follows:

2-1-This approach focuses mainly on the learner, so attention should be paid to it.

2-2- Success in its application will give a generation that can overcome life's difficulties.

2-3-This approach touches on all activities, therefore, the diversity of the learner's experience.

3- Objectives of the Study:

This study, aims to:

3-1-Identifying the nature of the perception of teachers of middle school education toward teaching using a competency-based approach.

3-2-Real identification of the differences in the perception of teachers of middle school education for teaching using a competency-based approach according to the sex variable.

3-3-Finding out the reality of differences in the perceptions of teachers of middle school education for teaching according to the variable of professional experience (seniority).

3-4-Reaching the differences in the perceptions of teachers of middle school education for teaching using a competency-based approach according to the variable of the teaching subject.

4-The Approach:

The origin of the word linguistically is "near," so it is "close" (Al-Taher Ahmed Al-Zawi, 1979,). It is a way of approaching a topic. It represents the theoretical framework that addresses an issue, which is a certain way of studying a problem or approaching a topic to reach certain results. Each approach is based on action strategies explained by "logender": "each approach requires strategies; each strategy requires a method; each method requires a technique or techniques; each technique requires action, and so on until reaching the recipe" (Hathroubi, 2002,).

5- Competency-based Approach:

 It is a functional pedagogy that works to control the course of life with all the complexity of relationships and social phenomena. Therefore, it is a systematic test that enables the learner to succeed in this life in its image by seeking to value

school knowledge and make it usable in all life (Ministry of Education, 2003,).

5-1-Competency:

Linguistically, it was stated in the Arabic language that "competence is the counterpart, and the two things are equivalent, and the name is competence" (IbnManzoor, B, T, P. 269).

The term means "to act on a problem situation effectively, based on abilities derived from the intersection of accumulated knowledge, skills, and experience." "In general, competence in this sense is not only ability, skill, or knowledge; but it is combined with achievement and effectiveness" (Haji, 2005,).

Competence is also considered to be a skill activity practiced in educational-learning situations, and the term "competence" calls for a set of resources that an individual mobilizes in a situation to accomplish a specific act. Competence also means the employment of a person for entity knowledge or foresight knowledge in a certain situation, in the sense that competence cannot be taken out of the context of a situation and it is always dependent on the perception that a person holds about the situation. On the other hand, "recruitment" requires a person to successfully mobilize a set of relevant resources in relation to the situation, and this can be cognitive, cognitive, or affective resources (such as situational or social resources, such as situational affiliation to a personal topic, or cognitive or affective resources, such as social resources, such as situational affiliation to a personal topic, or cognitive or affective resources, such as social resources, such as aid from Besides mobilizing resources, a person has to choose the most effective for the situation, and he also has to improve the

interconnection of various accumulated resources...Selection activities and linking do not mean the accumulation of materials but the weaving of an operational network of selected resources (Tayeb, 2004).

It can also be said that competence is the set of abilities and knowledge that are organized and recruited in a way that allows to identify a problem, and solve it through an activity in which the learner's performance or skills in building his knowledge have appeared (Algerian Journal of Education, 2006).

5-2-Principles of Competency-based Approach:

A-Education is viewed as a process that promotes growth by allowing communication, adaptation, and interest in work.

B-The school is considered an extension of society, and there is no separation between them.
Education is an important component in the acquisition of knowledge, as well as the source of knowledge.
C-education is viewed as a process of reconciling the student's concerns and aspirations for his society.
D-learning is considered a set of elements that include the outcomes of knowledge, behaviors, and skills that qualify it for:
a- The ability to recognize (cognitive sphere).
b - The ability to act (psychomotor sphere).
c - Adaptability (affective sphere).
5. The student is considered the main engine of the learning process (the focus of the learning process), measurable, and characterized by comprehensiveness (Ministry of National Education, 2003).

5-3-Reasons for Choosing a Competency-based Approach:

When we ask a learner to make a comparison, the process is more complicated than simply expressing the existence of similarities and differences between two elements or concepts; rather, it is an interaction of complex processes that use memory and imagination to realize the relationships of similarity and difference, and the comparison that occurs in class between two historical events on a time scale, for example, is not the goal; the goal is to face similar situations. (Algerian Journal of Education, 2006).

What history has provided for the comparison model is provided by the rest of the subjects with their different characteristics, and therefore all the curriculum materials collude to create and enhance this aspect in humans so that their performance turns into a skillful, accurate, effective, and adaptive one. The educational situation in the department is a miniature simulation of reality that is repeated to overcome life problems waiting after the life of studying.

Man is born with abilities and aptitudes, and the school has to work on developing them to reach their destination. Unused abilities fade with time, so the school must monitor the theoretical abilities to the pinnacles of efficiency and skillful and accurate performance.Therefore, the school curriculum should focus on the individual, consider knowledge as a means rather than an end, respond to the aspirations of society, compete with other institutions, and not consider man as just a production machine. The school should teach students how to learn instead of providing knowledge by providing mechanisms for acquiring knowledge. Rather than accumulating knowledge over time, it is preferable to develop or control competencies suitable for dealing with life's problems after school. The reasons for using the competency approach are summarized in a number of challenges:

- The need to respond to the increasing volume of information in various scientific materials
- The need to provide meaningful instructions for everything the student learns prompts him to wonder: Why is he learning a specific subject in a specific way?
- The need to find internal effectiveness for successful education and equal opportunities for all.
- The need to respond to an urgent demand for quality and performance through a learner-centered pedagogical endeavor test.

- The use of a pedagogy whose primary goal is to provide the learner with learning tools and to teach him how to do and be (Tayeb, 2004).

- It is based on a new vision of learning and success (AichaBenamar, 2009)

6-Study Terms:

6-1- Procedural Approach:
- It is the method used by the professor of middle school education that brings him closer to reaching competencies in the shortest possible time, with the least energy, and in the best way.

-It is what brings the information to the learner comfortably. It quickly and easily creates the so-called learning effect in any learning situation.

6-2-Competence(adequacy):

VivanDula considers that the expression "adequacy" refers to the ability to

accomplish a task in a convincing way (Zam, 2012,).

Procedurally, it is the ultimate goal that should be reached by the learner in any educational activity during the educational stage in which he is (here, for example, the intermediate stage), and he can transfer it (competence or adequacy) to everyday situations and use it to solve their problems, including inventing new solutions to similar situations.

Second: The Field Side:

1-Study Limits:

1-1-Spatial: the southern region of the state of Msila.

1-2-Temporal: academic 2019 -2020.

1-3- Humanity: teachers of middle school education.

2- Characteristics of the Current Study Sample:

2-1- By Gender table 01:

Variable	Males	Females
Number	45	55
Σ	100	

2-2- According to Professional Experience table 02:

Variable	<10years	10-20	21-30	>30 years
Number	27	26	33	14
Σ	100			

2-3- According to the subject table 03:

Variable	Arabic language	Math	Science	Physics	French	English	His-Geo
Number	24	16	11	08	17	11	12
Σ	100						

3- Statistical processing:

** Interpretation of statistical significance:

If the Sig value≥α it is statistically non-functional, i.e. there are no differences or there is no relationship, and if sig<α (completely smaller), it is statistically

functional, i.e. there are differences or there
is a relationship (Harzli, 2014,).

3.1. The Nature of the Vision of Teachers of Middle School Education for Teaching Competencies

Table:05 It shows One-Sample Statistics

	N	Mean	Std. Deviation	Std. ErrorMean
the teachers' view towards teaching with a competency approach	100	35.89	5.605	560

Note: The researcher assumes the value of the hypothetical mean, which is the average of the questionnaire with a value of: 45

Table: 06 One group t-test shows the differences between the mean of the raw scores for the sample and the hypothetical mean

	hypotheticalmean= 45					
	t	df	Sig. (2-tailed)	MeanDifference	95% Confidence Interval of the Difference	
					Lower	Upper
the teachers' view towards teaching with a competency approach	16.25	99	.000	9.110	10.22	8.00

2-Analysis and Interpretation of the Results of Tables 05 and 06:

Through the results shown in tables 05 and 06, and through the sample average value of 35.89, which is much lower than what the researchers assumed.

The value of the "T" test also shows rather high differences, reaching approximately 16.25, in the Sig=0.000 significance level, which is a value less than α with its values in 0.05, which is a statistical function, this indicates that there are differences between the two average values in favor of the larger average, which is the hypothesis, which is a value greater than expressed by the target sample members (professors of Middle School Education).

Result 1: the nature of the view of teachers of Middle School Education to teach by approach with competencies is low, and even not convinced of it at all, and this is what the researchers sought on the sidelines of the official study meetings, which the sample carries from psychological, social and pedagogical trends.

Table: 07Group Statistics

	Gender	N	Mean	Std. Deviation	Std. ErrorMean
the teachers' view towards teaching with a competency approach	male	45	35.00	5.637	840
	female	55	36.62	5.523	745

Table: 08 t-test shows the differences for two independent groups

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. ErrorDifference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	1.444	98	152	1.618	1.120	3.842	605
Equal variances not assumed	1.441	93.341	153	1.618	1.123	3.848	611

3-4-Analysis and Interpretation of the Results of Tables 07 and 08:

Tables 07 and 08 and the average values of the male and female categories of the study sample, teachers of In Middle School Education, show that they are significantly close, and through the value of the "TA" test, the differences between their arithmetic averages expressing their approach to teaching with competencies have reached approximately 1.44 in the level of significance sig=0.152, which is a statistically non-significant value because it is greater than α in 0.05.

Result 2: there are no significant differences in the perception of middle school teachers towards competency-based teaching between the Sexes.

3-7-Comparison of the Teaching Subject:

Table: 11 shows the descriptive statistics for the variable of teaching subject for the studied sample

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					LowerBound	UpperBound		
ArabicLanguage	24	34.17	5.670	1.157	31.77	36.56	23	45
Maths	16	37.50	6.532	1.633	34.02	40.98	27	50
Sciences. I	11	37.45	3.297	.994	35.24	39.67	31	44
Physics	8	38.00	4.472	1.581	34.26	41.74	31	43
French	17	37.06	4.451	1.079	34.77	39.35	30	44
English	11	33.45	7.789	2.349	28.22	38.69	22	44
social studies	13	35.00	4.865	1.349	32.06	37.94	27	46
the total	100	35.89	5.605	.560	34.78	37.00	22	50

Table: 12 shows the analysis of variance test ANOVAfor the teaching subject variable for the sample

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	274.061	6	45.677	1.498	.187
Within Groups	2835.729	93	30.492		

Total	3109.790	99			

3-8-Analysis and Interpretation of the Results of Tables 11 and 12:

From Tables 11 and 12 and from the values of the arithmetic averages of the six categories according to the teaching subject of the study sample teachers of Intermediate Education, it turns out that they are close as well, and through the value of the test analysis of ANOVA, has reached approximately: 1.498, at the level of significances ig=0.187, which is also statistically non-significant value, because it is greater than α with its values in 0.05.

Result 4: there are no significant differences in the perception of teachers of Middle School Education towards competency-based teaching according to the variable of the teaching subject as well.

4- Discuss the Results:

4-6- Recall Study Questions:

4-1-1- What is the nature of the view of teachers of middle school education toward teaching using a competency-based approach?

4-1-2- Are there significant differences in the perception of middle school teachers toward teaching using a competency-based approach due to gender?

4-1-3-Are there significant differences in the perception of teachers of middle school education towards teaching using a competency-based approach due to professional experience?
4-1-4- Are there significant differences in the perception of teachers of middle school education towards teaching in a competency-based approach due to the teaching material?

4-2-Discussion of the results in the light of the questions: according to the results shown in the tables ranked from 05 to 12, the following were:

4-2-1- What is the nature of the view of middle school teachers towards competency-based teaching?This is done through tables 05 and 06(above).

By comparing the average of the sample itself (some teachers of Middle School Education in the southern region of the state of Ma), with the hypothetical average, and the results showed that there are differences between the values of the two averages in favor of the hypothetical average, that is, the view of teachers of Intermediate Education to teach the approach with low-level competencies, which is expressed by research and investigation in the field, and outside of working hours, because they are busy with the causes of life.

4-2-2-Are there significant differences in the perception of middle school teachers toward teaching using a competency-based approach due to gender?This is done through tables 07 and 08(above).

The results showed that there are no significant differences in the perception of middle school teachers towards teaching with the approach of gender competencies, that is, both sexes of the sample have the same view, which is a derogatory view, and lack of conviction about it, except for some attempts to scientific materials that can be

controlled with this approach, and in some activities with it, and on the sidelines of the study, some individual statisticians confirmed that the level of students, and their tribal gains are the main obstacle from the point of view of the sample always.

4-2-3-Are there significant differences in the perception of teachers of middle school education towards teaching using a competency-based approach due to professional experience?This is done through tables 09 and 10 (above).

The results also showed that there are no significant differences in the perception of middle school teachers towards teaching competency-based approach depending on their experience, that is, the new teachers carry the same tendencies with the Old towards this approach, and this may be a socio-educational inheritance, the new ones have been saturated with the opinions of their predecessors, even though they are more numerous than them, and that the vision among them is largely unified, this is what made the language of numbers indicate that the psychological, social and educational trend towards competency-based approach is the same among different groups according to experience (seniority).

4.2.4. Are there significant differences in the perception of teachers of middle school education towards teaching in a competency-based approach due to the teaching material? This is done through Tables 11 and 12 (above).

Here, too, the results showed that there are no significant differences in the perception of teachers of Intermediate Education towards teaching with a competency-based approach, according to the variable of the teaching material, although there are some modest opinions for some scientific subjects, but they did not affect the overall output of the sample, so they have the same

tendencies to teach with this approach, namely resentment and rejection, and therefore refer to what is easier, which is the approach to content, adopting the method of memorization, diction, and making learners memorizing machines without understanding, nor assimilation.

5-Summary of Results:

This study showed a fact that is circulating among teachers of Middle School Education, in their psychological, social and educational outlook and attitudes towards teaching with a competency-based approach, which is dominated by rejection and non-acceptance, and even judging its failure, and there is a lot of need for this, for example but not limited to: The level of students, the lack of adaptation of activities to work with this approach, the lack of means, the lack of patience for the professor, the insufficient time and the pursuit of his scheduled, the society's demand for the number of lessons during the school year, the lack of training for mentors and managers in this approach, the distancing of educational partners who matter, which are parents, and the teachers themselves face all these problems(according to their words), and in order not to do everyone injustice, and put them in one position, there are those who strive, trying to self-train to apply even the minor part of this approach.

6-Study Proposals: this study focuses its attention on very important points, namely:

- The training of teachers in this approach and their good training on its application in all their activities.

- In addition to the composition of those who direct them from inspectors of Education, Directors of institutions and others.

- Paying attention to the level of Primary School students, and developing effective mechanisms for assessment.

- Encouraging the hardworking and enhancing their efforts as appropriate.

6- Conclusion:

The purpose of education is to promote human beings to do better, to adapt easily to the social, geographical, cultural and other environment, so education and learning are concerned with training the individual to acquire self-sufficiency strategies.

The task of the school is to prepare the young for the future, with the previously mentioned specifications, so they had to be flexible, and formed in educational-learning situations, which requires preparation for the task of continuing social life,in this regard, countries wanted to adopt approaches similar to the living reality, so the role came to the approach with competencies, which was entrusted with this task, and who knows, maybe scientists will find us other approaches in the near future that will have a better effect than what exists now, such as the approach with desire, for example, or others.

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